



ACT
Government

Cranleigh School

Report of Review

Student-Centred Improvement Framework

ACT Education Directorate

Student-Centred Improvement Review Details

Review date

26 May 2026

Principal

Kylie Croke

Current improvement priorities

Improve student outcomes in literacy.

Enhance strategies to enable student engagement.

Report date

10 June 2026

Review team

Lead reviewer: Kim McCormack, Principal in Residence, Student-Centred Improvement and Leadership

Shadow lead reviewer: Priscilla Wray, Principal in Residence, Student-Centred Improvement and Leadership

Executive Education Leader: Sam Seton

Co-reviewer: Nina McCabe, Principal, Garran Primary School

People spoken to

Staff: 63

Allied Health Staff: 3

Students: 6

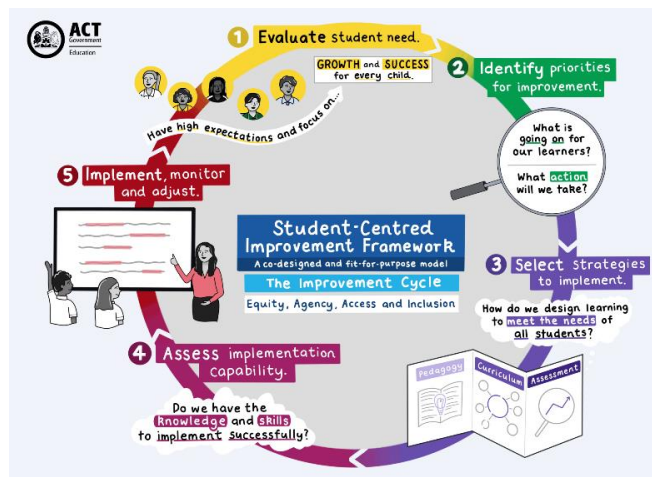
Community consultation in conjunction with evidence from Annual Climate Survey.

Pre-review visit

On 23 April 2026, the review team conducted a pre-review visit at Cranleigh School. The length, format, and lines of inquiry of the external review were based upon evidence collected through school self-evaluation, learning walkthroughs across the school, and discussions with students, staff, and the leadership team. The following Dimensions and Elements were selected as focus areas by the school following self-evaluation:

Dimension	Element
Leading	Effective teaching and learning
Learning	Curriculum
Learning	Assessment

Overview of the Student-Centred Improvement Framework



The new fit-for-purpose Student-Centred Improvement Framework (SCIF) places students at the centre of school improvement cycles, answering what works for whom, under what circumstances and why, through self-evaluative internal review led by effective and targeted use of data and spirals of inquiry, cross-system collaboration, strategic alignment, and external review. School self-evaluation and external review are complementary processes, both focused on improvement. The school self-evaluation process gives schools a means of identifying and addressing priorities, and of ensuring a whole-school focus on improving specific aspects of teaching and learning.

Schools undergo a standard external school review every three to five years, with most undertaking one every four years. The reviews are supplemented by annual student-centred improvement visits and a pre-review visit.

The external review team consists of:

- a principal within the Student-Centred Improvement and Leadership (SCI&L) team
- an ACT public school principal external to the school under review
- Executive Education Leader for the network of the school under review
- an additional external principal may be engaged for schools with over 700 students.

Through the lens of the Student-Centred Improvement Evaluation Tools, co-designed by ACT public education principals, the review team consider multiple sources of evidence provided by the school alongside the evidence gathered through conversations with staff, students, parents, and community members.

The Evaluation Tools are foundational to the improvement cycle, building the processes and practices for sustained positive impact. They are framed by three dimensions 'Learning', 'Leading' and 'Wellbeing' across which schools need to demonstrate improvement. All three are interlinked, with evidence sources and improvement actions likely to impact multiple dimensions over the course of an improvement cycle. Schools will identify elements within these dimensions to target their improvement actions.

Following the self-evaluation and external review, the school receives an internal planning report, outlining key findings against the Student-Centred Improvement Evaluation Tools, and *Recommended next steps* to support the development of their next School Strategic Plan.

Student-Centred Improvement and Leadership Team

Dimension: Leading

Leading for school improvement empowers inquiry, effective practices and collaboration via a strategic vision that centres the school's values and aspirations as well as perspectives of students, families, teachers, and the wider community. Leaders promote a vision for teaching and learning that is inclusive and values student participation and voice. School improvement is fostered in environments ready for change, in cultures of high expectation and mutual trust, and where staff and students are resourced appropriately to perform at their best.

Element: Effective teaching and learning

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. How is the shared vision for effective teaching and learning at Cranleigh enacted?
2. How is the collective efficacy of staff built to deliver the vision?

Findings

- All staff spoke highly of the leadership teams' support, collaboration and consultation. This was supported by staff data in the Annual Climate Survey.
- All staff, including the Allied Health team, acknowledged an extremely positive school culture including a united team approach, high morale and a positive regard for all students. This finding is supported by the Annual Climate Survey data.
- Parents spoken to by the review team highly valued the work of the administration, leadership, teaching and Learning Support Assistant (LSA) teams to support students which was also evident in parent results in the Annual Climate Survey.
- Leaders, teachers, LSAs and administration clearly articulated the CORE (Commitment, Opportunity, Respect and Excellence) values and expressed that they underpin daily work. The review team observed these in both environmental print and practice. Staff explained they are dynamic and reviewed on a yearly basis to ensure they are fit for purpose.
- Teachers spoke about the new Professional Learning Community (PLC) process and positively reflected on the time it provided for collaboration with peers. Leaders identified the ongoing work to embed and strengthen PLCs as a key strategy for improved literacy and numeracy outcomes.
- LSAs clearly identified and supported the school's focus on improving students' academic outcomes. They shared immediate teaching teams worked collaboratively but noted variation in how teams across the school deliver these outcomes.

- LSAs expressed a desire for further professional learning opportunities to maximise their skills to support students. They acknowledged the difficulties of being able to timetable this within their working hours.

Dimension: Learning

Learning is deeper than the simple acquisition of new understandings, information, knowledge and skills. Learning is fostered in environments of high motivation, engagement and authenticity, enculturating high expectations and reflection, embracing diversity to meet student need. Curriculum and assessment must adhere to obligated standards yet be flexible and targeted enough to uphold the moral imperative of optimising outcomes for all.

Element: Curriculum

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. How does the Cranleigh curriculum plan support delivery of the Australian Curriculum?

Findings

- All staff, including the Allied Health team, shared that the school has high expectations for every student. There is an expectation that all students can access and engage with the curriculum.
- Parents spoken to by the review team shared that they appreciated the school's academic focus and would like their child to continue to be challenged.
- The Student Representative Council (SRC) students interviewed by the review team expressed an enjoyment of school. Some students communicated about their schoolwork, including literacy and numeracy, whilst others enjoyed outdoor activities such as bikes as well as art lessons.
- Leaders, teachers and LSAs spoke about the intentional and deliberate uptake of the Strong Foundations reforms, including the daily 90-minute literacy and 60-minute numeracy instruction for all students. This work aligned to the strategic direction of the school in 2026. Staff acknowledged this as a continuing focus.
- Evidence provided by the school demonstrates a consistent approach to curriculum planning and the intentional differentiation within documents for individual students. Teachers, LSAs and the Allied Health team, also described dynamic differentiation strategies employed in classrooms to support student engagement in learning and assessment.
- The review team were provided with evidence that demonstrated the school's deliberate curriculum mapping to align the Victorian Curriculum with the Australian Curriculum to meet the needs of their students.

- Teachers acknowledged the school developed curriculum documents, including the significant work to link Bands A-D to Foundation. The leadership team explained how they share this work across the system through professional learning opportunities and partnerships with other schools.
- It was evident the conversations with the leadership team that they are committed to ongoing review and refinement of curriculum documents to ensure relevance and student access to the curriculum on the same basis as peers.
- Teachers and the leadership team expressed a commitment to fostering student agency and voice through consultation and choice. The review team witnessed many examples of this in practice.

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Element: Assessment

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. How are diagnostic, formative and summative assessments utilised to inform teaching and learning?

Findings

- The school has implemented a wide variety of practices to enable students to demonstrate their learning. This was evident through conversations with the review team, classroom observations and the evidence provided.
- The school provided evidence of a new whole school assessment plan and rubrics which are aligned to the Victorian A-D and Australian V9 Curriculum. The review team heard from leadership and teachers that this is the beginning of a more systematic approach to assessment.
- Teachers and LSAs spoke about how they make adjustments for individual students to allow access to assessment tasks. The review team heard the school is in the beginning stages of using assessments to inform next steps in teaching and learning.
- The review team was provided evidence of speaking and listening rubrics that were developed by the school. Teachers spoke about the evolving use of these to support evidence-based judgements and to meet students at their point of need.
- Leaders and teachers explained how they are building consistency in assessment practices through moderation and the use of school-based rubrics and work samples.
- Leaders and teachers spoke about various ways they are tracking learning and skill acquisition for the students in their class. Some staff spoke about the opportunity for increased consistency in monitoring student progress.

Recommended next steps

- Review and refine the school wide assessment process, combining observational data with structured assessment to plan for and monitor student growth.
- Continue to embed evidence-informed strategies aligned to the ACT Education Directorate's Learning and Teaching Policy to improve student outcomes in literacy and numeracy.
- Continue to build the collective efficacy of staff through intentional and planned collaboration including shared planning, observations, collective responsibility to improve practice and student outcomes, and the strengthening of PLCs.